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ABSTRACT

The guide suggests teaching methods and learning activities related to German Americans and their heritage in Missouri. Intended for upper elementary and secondary ethnic studies or history courses, the material outlines and supports 13 radio programs. The objective is to increase awareness and understanding of the various facets of the German American heritage in Missouri and the United States. The activities suggested are intended to aid listening, recall, interpretation, and critical and creative thinking skills. The document is divided into 13 chapters. Topics covered are migration; German and Missourian geography; attitudes toward and ways of governing; bilingualism in the schools; agriculture; arts and architecture; the preservation and influence of culture, customs, and tradition; the influence of the German language; importance of music and dance; literature; historical and prevailing prejudices against Germans; achievements, including Christmas as well as prominent individuals; and views of the future preservation of the German heritage. Suggested activities include discussion, field trips, mapwork, comparisons, research, creative writing, and supplemental readings. Each chapter begins with a content summary, offers background information including a list of terms, German words or phrases, notable people, and historical facts or events, suggests listening preparation and post listening activities, and lists information sources. (CK)

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TEACHER'S GUIDE TO THE GERMAN/AMERICAN HERITAGE RADIO SERIES.

by Peter Hasselriis

SP 011 928

1978

TEACHERS GUIDE TO THE GERMAN/AMERICAN HERITAGE

RADIO SERIES

PREPARED BY - Dr. Peter Hasselriis, Professor of Education,
University of Missouri-Columbia

RADIO BROADCASTS PREPARED BY -

Dr. Arni T. Dunathan, Professor of Education
University of Missouri-Columbia

and

Dr. Adolf E. Schroeder, Professor of German,
University of Missouri-Columbia

Harlan C. Lynn, University of Missouri Extension
Division, Editor

Barbara Patterson, Project Secretary

TEACHERS GUIDE TO

THE GERMAN/AMERICAN HERITAGE RADIO SERIES

INTRODUCTION

Wie gehts und willkommen (hello and welcome) to The German/American Heritage, a series of thirteen radio broadcasts designed to describe the role played by Americans of German heritage in the settling of Missouri and other parts of the United States. These broadcasts, produced by the University of Missouri Extension Division in cooperation with the University of Missouri-Columbia College of Education, have been made possible by a grant from the Department of Health, Education and Welfare.

The radio programs are intended for junior and senior high school students and can be used in courses on ethnic studies, Missouri history, American history, or as a short course on their stated topic. Some broadcasts may be used independently as their subjects are dealt with in other courses; that is, as topics like geography, economics, farming, and immigration are introduced the appropriate broadcasts can be used. Portions of the programs and the information itself can be adapted for use with elementary students.

The teachers guides include a summary of the information in each broadcast, terms students may not know, background information, and a variety of suggested exercises designed to help students learn more effectively the facts and ideas presented in the broadcasts. Use these selectively, modifying them to suit the characteristics of your students. Each program opens with the words,

"America, du hast ist besser; America, you are better off." The statement in German was written by Johann Wolfgang von Goethe (yōhän vōōlfgäng fŭn gö'tə), a German who was one of the world's most renowned poets, dramatists, novelists, and scientists. Goethe lived between 1749 and 1832, and, during his later years, spoke very favorably of America, even suggesting that he might take up residence there himself.

We hope you find the series to be valuable and that your students gain insights, not only into the unique characteristics of German/Americans in Missouri, but also into the contributions of all immigrants in all states.

Arni T. Dunathan
Adolf E. Schroeder
Peter Hasselriis

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THE GERMAN/AMERICAN HERITAGE

PART I: "THE MIGRATION"

SUMMARY

"The Migration" registers the numbers of Germans who emigrated to the United States, lists the major reasons they chose to come to Missouri, tells the major time period in which they settled, names where in Germany they came from, describes where they settled in Missouri, and provides some of the names of persons who came, places they came from, and areas they settled. The broadcast is narrated by Dr. Arni T. Dunathan, Professor of Education, and Dr. Adolf E. Schroeder, Professor of German, both of the University of Missouri-Columbia.

BACKGROUND INFORMATION

Following are some of the terms used in "The Migration." You may want to be sure your students understand their meanings before you ask them to listen to the broadcast. Some of the terms are not used during the broadcast but are closely related to terms that are used and have been included for that reason.

Terms and Definitions

(Definitions are provided only for those terms whose meanings seem to be relatively uncommon or otherwise elusive.)

Auswanderer (owsvändərər)
One who emigrates from Germany to another country.

Einwanderer (īnvändərər)
One who has come to another country from Germany and has settled in the new country.

Germany
The country we now call Germany is divided into Communist East Germany (the German Democratic Republic) and West Germany (the Federal Republic of Germany). This division occurred at the end of World War II. The country has taken different forms through the centuries, and it may be difficult for students to understand that the Germany of the immigrants is not the Germany of pre-World War II nor the Germany of post-World War II. For example, in 1919 the following 17 states constituted the federal republic: Prussia, Bavaria,

Saxony, Wurttemberg, Baden, Thuringia, Hesse, Mecklenburg-Schwerin, Oldenburg, Brunswick, Anhalt, Lippe, Mecklenburg-Strelitz, Schaumburg-Lippe. Also included were the cities of Hamburg, Bremen, and Lubeck.

High German
The German language spoken and written in southern Germany.

Low German
Any of the dialects of German spoken in northern Germany. (The designations "high" and "low" refer to geographic characteristics and are not used to indicate that one dialect is better than the other. To make this point quite graphic it is only necessary to consult a physical map of Europe. Northern Germany appears to be almost entirely composed of land that is virtually at sea level. (Low German) Southern Germany consists of much higher land, even including mountains. (High German)

Civil War
May, of course, refer to either the War between North and South in the U.S. or may be used more generally.

Napoleonic Wars
Wars waged by Napoleon Bonaparte, Emperor of France between 1803-1815.

Napoleon
There were three Napoleons. Napoleon I, (Napoleon Bonaparte) who lived from 1769-1821 and who was emperor of France from 1804-1815; Napoleon II (1811-1832); and Napoleon III (Louis Napoleon), who lived from 1808-1873 who ruled from 1848-1870.

Metternich, Clemens
Austrian statesman. Influential and controversial. Guiding spirit of many international congresses. Was hated by liberals for his repressive system and was forced to seek refuge in England.

Congress of Vienna
After Napoleon I was exiled, a meeting was held in Vienna (1814-1815) to determine boundaries of countries and to restore monarchies.

prince (principality)
Emphasize to students that "prince" as it is used here refers to an hereditary ruler of a principality. Some princes were as powerful as some kings.

class system
The following are mentioned: nobles or noblemen, middle class, peasants or peasant class, and artisans.

Burschenschaften (bershənshäftən)
Student organizations; academic groups.

Holy Roman Empire
A collection of Germanic states in central and western Europe that was formed in 962 A.D. and dissolved in 1806.

migration

immigration

emigration

population

Grand Duchy
A territory ruled by a Grand Duke or a Grand Duchess. A Duchy bears the same relation to a Duke or a Duchess.

Switzerland

Swiss

Austria

Austrian

economic boon

ports of entry

Russia

Europe

autocrat

autocratic

constitution

cross section

combination of economic and political pressures

renounce their citizenship

ethnic groups

indentured servants

The territories from which the immigrants came bear names that are now rarely used. Already mentioned have been duchies and principalities. Following are others that may be referred to as the series of broadcasts progresses:

Abbacy
Presided over by an abbot, the head of a monastery.

Archbishopric

County

Electorate

Kingdom

Landgraviate
Presided over by a landgrave, or count.

Margraviate
Presided over by a margrave, a lord or military governor.

Free City

Geographic Information

Since much of the content of "The Migration" deals with the places from which the immigrants came and those to which they settled, it is suggested that some map work accompany the broadcast. A map of Europe during the time of the Holy Roman Empire has been provided, and it is suggested that you acquire Missouri highway maps from the State Highway Commission. Following is a list of the German place names that are mentioned in "The Migration," and it is suggested that you and your students find these places on the map that is provided. These places are followed by a list of places in Missouri, and it is suggested that you find them on the Missouri map and mark them with a brightly colored magic marker.

Places from which German/Americans Emigrated

Westphalia	Berlin
Dortmund (dôrtmün̈t)	Hesse (hĕsə)
Mün̈ster (mün̈stər)	Bavaria

Ulm (ülm)

Hanover

Rhineland (refers to the land along the Rhine River)

Places in Missouri where German/Americans Settled

Hermann

Bethel

Rich Fountain (Bavarians

Missouri River Valley

Loose Creek (Rhinelanders)

St. Louis

Taos (Arville) (Hanoverians)

Warren County

Westphalia (Father Helias is mentioned in the broadcast)

Dutzow (particularly important because of its closeness to Duden's Hill)

Gasconade County

Hannibal

Augusta

St. Charles

Washington

Weston

New Madrid

St. Joseph

Cape Girardeau

Jefferson City

Warsaw

Other Names Cited in "The Migration"

(listed here mainly so you can see how they are spelled)

Charles van Ravenswaay

Giessner Immigration Society (gēsnər)

Gottfried Duden (gŏtfrēd dōōdən)

Ludwig Eversmann (lōōdvĭg āversmăn) companion of Duden

Dr. Bernhard Bruns of Westphalia (bârnhărt brōōnz)

Emil Mallinckrodt

Wilhelm Keil at Bethel (vilhelm kīl)

Structured Overview

You may feel that the amount of new information is too extensive for your students. If so, rather than having them look up words, phrases, and names in dictionaries and encyclopedias you might try presenting them in a structured overview. That is, provide your students with a list of the unfamiliar words and ideas on a ditto, on a transparency, or written on the chalkboard and invite them to help you group them into sets. Do this on the chalkboard or on a transparency so that everyone can see what you're doing. How the groups--or sets--are finally arranged will depend on how you and your students perceive them. You may have a cluster of names in one corner of your board, a cluster of places in another, a list of terms in chronological order in another, a list of social classes in another, and at some point you and they may decide you need a "miscellaneous" or "other" category. Show with lines, arrows, boxes, etc. how the various sets are related to one another.

While you and your students are doing this you'll be discussing what the terms mean and how they're related to one another. What you'll also be doing is providing your students with an overview of the broadcast in which the ideas will be used. The overview will ensure that your students will get a great deal more out of their listening than they would have without such preparation. You will also be providing them with the opportunity to show you what they already know about the topic(s) covered in the broadcast and will be able to fill in any serious gaps that show up. You will also find that providing background increases interest and motivation by raising questions and creating a reason for listening.

PREPARATION FOR LISTENING

If you follow the suggestion of using a structured overview and get your students started at finding places on maps of Germany and Missouri they may need little or no additional preparation before they listen to Program No. 1, "The Migration."

A few words about the topic, including a reading of the summary of the program's content may be sufficient. It is, however, wise to discuss with your students "why" they should listen to the program, "what" they should listen for, and "how" they should listen. Let's take these one at a time.

Why Listen? There are no native Americans on this continent. Even the Indians are said to have come here by a land bridge or by boat. It is valuable to examine our roots and those of our friends and neighbors. The more we learn about ourselves and others the better.

Many of your students will have seen "Roots" on television. Tell them that these programs are another way of learning about the "roots" of another ethnic group--German/Americans.

What to Listen For? There are a great many details about German/Americans included in the program. Students will do well to recall the main periods of time discussed, the main places, and the main names of places and countries. Suggest to them that they will be asked for these recollections when the program has ended.

How to Listen? Listen for major strands rather than for details. Try to visualize how the German names might be spelled, but don't get bogged down in the names for fear of losing the more important ideas. Ask students to relate what they hear to their previous discussions and map work.

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POST-LISTENING ACTIVITIES

After your students have listened to this program, "The Migration," and the other programs in the series it will be well to spend time ensuring that they have recalled the material and understood it accurately. To this end it will benefit them to work through various levels of comprehension, ranging from the level of recall, through interpretation, to critical and creative listening. Following are suggestions for each level:

Recall

Merely ask students to tell you what they can remember, as you write what they say on the chalkboard or on a transparency. Do not reject any of their responses, but you can remind them of items they allude to. Don't supply them with specific information unless they request it. For example, they may recall something about the Holy Roman Empire, so you write that on the board. Later, you may ask them, "Do you remember more about the Holy Roman Empire?"

In effect, re-create and add to your structured overview.

Interpretation

Ask questions and lead discussions that deal with the following sorts of concerns: Why did the Civil War slow down immigration? Who were some of the scientists of German extraction who came to the U.S. after World War II? What influence did they have on such things as our military and space technologies?

The broadcast stated that in 1850 26% of the persons in the United States were of German origin. Ask students to figure out what the numbers were. In 1860 31% were German/Americans. Again, ask students to figure out the numbers.

Critical Listening

Help students to work toward an evaluation of the impact of German immigration on Missouri. Get them to support their judgments with specific information from the broadcast. Discuss the forming of towns, the accomplishments of individuals, influences on the language and customs, etc. (At this point, encourage them to be tentative in their conclusions. There are, after all, twelve programs to go.)

Ask them to think about the qualifications of the narrators and especially the ways in which they support their statements with references to books, letters and other sources of information.

Creative Listening

Get students thinking about what life was like in Germany and in Missouri during the 1800's. What would induce them (the students) to leave their homeland? What problems would they encounter? (Lead them toward some deep thinking about emotional, familial, social, religious, economic, linguistic, and related concerns.)

Ask students what it means to "renounce one's citizenship." Lead them toward a realization of the implications of renouncing American citizenship. Try to get them to realize the effect this must have had on those persons who emigrated from Germany.

Ask students if they agree with the broadcast's opinion that under the "redemption system" indentured servants were worse off than slaves. Be sure they support their opinions adequately and work with them toward an understanding of how their own lives differ from both those of slaves and of indentured servants.

SOURCES OF ADDITIONAL INFORMATION

Duden, Gottfried. Report of a Journey to the Western States of North America.

A rare book now but when it was published in 1829 it enjoyed great popularity and stimulated many Germans to emigrate to Missouri. (A new English translation has been prepared and is currently awaiting publication.)

Hammond's Historical Atlas. C.S. Hammond and Co., Maplewood, New Jersey, 1963.

Palmer, R.R. (Ed.) Historical Atlas of the World, Rand McNally and Co., New York, 1965.

Contains maps of Europe during and after the Holy Roman Empire containing places from which German/Americans originated.

van Ravenswaay, Charles. The Arts and Architecture of German Settlements in Missouri: A Survey of a Vanishing Culture, University of Missouri Press, Columbia, and London, 1977.

A massive work, running to 536 pages, it is profusely illustrated and offers voluminous information on all aspects of Missouri's German/American history and heritage.

Missouri Highway Map. Available free from Missouri State Highway Commission, 1511 Missouri Boulevard, Jefferson City, MO 65101.

The official highway maps, updated annually. Invaluable for keeping track of where German immigrants settled.

Schwelien, Joachim H. Encounter and Encouragement: A Bicentennial Review of German-American Relations. Bonner Universitats-Buchdruckerei, Bonn, 1976.

An excellent source for the history of German emigration from pre-Revolutionary War times to the mid 1970's. Discusses people and events on both sides of the Atlantic Ocean. Paperback, 144 pages.

Wilk, Gerard. Americans from Germany. German Information Center, New York, 1976.

Biographies of 46 famous German-Americans or German-American families. It ranges from General von Steuben, to the Astor and Steinway families, to Albert Einstein and Henry Kissinger. Paperback, 80 pages.

(The address of the German Information Center is 410 Park Avenue, New York, New York 10022.)

THE HOLY ROMAN EMPIRE
After the Peace of Westphalia 1648

ALSACE Regional names, no corresponding political unit

- ABB. Abbacy
- A/B Archbishopric — Ecclesiastical states
- B. Bishopric
- C. County
- D. Duchy
- E. Electorate
- L. Landgraviate
- M. Marchesate
- P. Principality
- Imperial free city

To Hapsburgs of Spain
To Hapsburgs of Austria
To Brandenburg
To Sweden
Boundary of Holy Roman Empire

This map is adapted from R.R. Palmer (Ed.) Historical Atlas of the World, Rand McNally, 1965. It is provided here as an example of the information you can find in that and other historical atlases.

THE GERMAN/AMERICAN HERITAGE

PART II: "EFFECTS OF MISSOURI'S GEOGRAPHY

SUMMARY

Geographically, parts of Missouri and parts of Germany are similar, and similarities account for some of the immigrants' settling in Missouri. Germans tended to settle along major rivers in Missouri but went inland a number of miles in order to find land they could afford to buy. The towns built by the German immigrants have identifiable characteristics: a church on the highest land, houses built close to the streets, etc. Germans were industrious, religious, and had great love for the arts.

BACKGROUND INFORMATION

In this program there are large numbers of place names, names of counties, rivers, etc. These are combined with names that are of general use to the student of geography, beginning with the word "geography' itself.

Terms (General)

geography	topography	Ozark highlands
glacial plains	bottomland	map directions (NSEW)
old plains	fertile	primeval forests
confluence	navigable	

Rivers

Missouri River	Ohio River	Mississippi River
Rhine River	Gasconade River	Maries River (Maria)
Osage River		

Counties

These are grouped approximately as they are mentioned in the broadcast.

St. Charles, Warren and Montgomery

Osage, Gasconade, and Franklin

Jefferson, Perry, and Ste. Genevieve

St. Clair (Lowry City)

Lawrence (Freistatt)

Towns and Cities

These, too, are grouped approximately as they are presented in the broadcast.

Wentzville, New Melle, Pomerania, and Dutzow

Jefferson City, Lohman, Schubert, Boonville, Franklin, and Fredricksburg

Linn and Mount Sterling

Lowry and "German Valley"

Concordia

Taos, Westphalia, Freeburg, Frankenstein, Koeltztown, and Oldenburg

Hermann, Swiss, Detmold, Krakow, and Washington

St. Louis

Designations of Certain "German" Immigrants

Hamburgers, Hanoverians, Westphalians,

Bavarians, Hessians, Swabians, and Pomeranians

PREPARATION FOR LISTENING

As with broadcast number one, this one seems to lend itself to work with maps, particularly with the map of Missouri. You can anticipate a number of the points that are made in the broadcast if you help students locate on the Missouri Highway Department map the places that have been listed above. Additionally, if you can find a relief or topographic map of Missouri so that you can locate the

same places in terms of the kind of land, closeness to rivers, elevation, etc. it will help your students see the ways in which the land they left and the land to which they moved were similar. The statement that the Rhine River between Cologne and Coblence (or Koblenz) is similar to the Missouri River between Jefferson City and St. Louis becomes graphic indeed when one looks at topographical maps of the areas. Coblence, however, is not on all maps. Cologne is on almost all maps; Coblence appears to be roughly 50 miles south-southeast of Cologne along the river.

A physical map will also enable you to find the geographical reason for referring to Germany's languages as High and Low German. Northern Germany, where Low German is spoken, consists of lowlands, the land is almost entirely close to sea level; southern Germany, where High German is spoken, is high land with elevations of almost ten thousand feet.

Why Listen? Most of us are not overly concerned with the physical characteristics of the places we live. If we are in a hot climate we have central air conditioners, if we are in a cold climate, we have central heat. The kinds of clothes we need are invariably available to us, and if we need to have a change of scene, we have the ability to travel. Only rarely are our jobs related to the land on which we live. Most of us could do what we are doing anywhere; in any part of the country, during any season.

Discuss this with your students and then listen to the broadcast. Try to imagine a time when one of the most important factors in

determining the quality of one's life was the shape of the land, its resources, ease of transporting goods, and the availability of food. Ask them to imagine that they could choose their climate and the characteristics of their land and ask them to decide what characteristics would be most important to them. Then, ask them to compare their decisions--especially their reasons for their choices--with those of the people described on the broadcast.

What to Listen For? Direct students to listen for the three major areas in Missouri in which German immigrants settled: three counties north of the Missouri River, three counties south of the river, and three counties south of St. Louis along the Mississippi. Additionally, ask them to listen to discover what characteristics of Missouri drew German immigrants.

POST-LISTENING ACTIVITIES

Besides re-checking the maps to see if students understood the points made and could find the many places mentioned, a suggestion that came from the telephone seminars held during the field testing of this series was that driving tours be taken. Whether this would be practical in your classroom is problematic, but certainly groups of students could plan such tours with the idea of taking them at some time in the future.

One of the publications listed in "sources of additional information" is a listing of museums, some of which students might want to include in their tours.

Things to look for: as was brought out in the broadcast, towns settled by Germans can be identified by a church sitting on

the town's highest ground. This will be either a Protestant or a Catholic church. Often, houses were built close to the street so that the back yards could be used for gardens. Look for grapevines and fruit trees in the gardens. Brought out in the telephone seminars was some information about chimneys and porches. German/Americans were accustomed to using stoves and ovens which could be placed anyplace in the house; Anglo/Americans used fireplaces, which were usually built at the ends of houses. German/American houses, therefore, have their chimneys in many locations, coming up from somewhere inside the building, while Anglo/American houses' chimneys will be seen on one of the outside walls. The porches on German built houses are supported by the structure of the house itself and not by posts.

Some towns settled by Germans were "street towns" if I am remembering the phrase correctly. (German, "strassendorf") (Shtrassen dorf) That is, they were built almost entirely along one stretch of road with houses built on both sides. These characteristics--churches on highest land, chimneys coming from within the buildings, porches supported by walls rather than posts, houses built close to the street, grapevines and fruit trees in gardens, and towns clustered on a single street--are interesting to note while you or your students are out on a Sunday drive. Add to these the German names of the towns and those on mailboxes and storefronts, and you will have good evidence that you have found a village or town that was originally settled by Germans.

Perhaps you will be able to organize a field trip and visit

some of the towns. If not, perhaps a group of students can go, take pictures, talk to residents, and report back to those who were unable to go themselves.

Students who are uncomfortable with camers, oral reports, etc. can be encouraged to interview residents, do some reading in local historical societies or museums, and write what they have learned. Oral histories, recollections of older residents, etc. can be exciting for students to gather and to share with other people. These can constitute a form of language experience and provide students who have problems with reading or writing activities with language that they can handle and that are eminently worthwhile.

Additional sources for inspiration for the kinds of projects that can be implemented as a result of listening to this broadcast are the Foxfire books and Bittersweet magazine. (see "sources of additional information)

Recall

Finding all the places that are named will be relatively low level--recall--activity for students. Asking questions about steamboat traffic, how far the rivers were navigable, and why Germans were drawn to Missouri will be good recall level activities.

Interpretation

Discussions of Germans' desire to keep together, to preserve their culture, their language, etc. will easily move to the interpretation level. Why a church was built on the highest ground of the town is a good question at this level as is a discussion of why Germans tended to settle in the so-called anti-slavery counties. If you have students who are studying German, you might ask them to do some

research on what the German town and place names mean. Some of them are probably the names of people, some are names that are shared by places in Germany, but some of them, like Freistatt, refer to political ideas. (Freistatt, frī shtät, means "free place.")

Critical Listening

Refer to the map of Slaves in 1860 that follows this guide. Notice that counties north of the Missouri River and two in the southeastern part of the state held the heaviest concentration of slaves. Cotton was grown in the southern counties, which may account for the high numbers of slaves in that area; but in the central counties the principal crop was hemp. Hemp was used for making rope, and it might be interesting for students to explore this relatively little known industry. (Hemp, of course, is also known by other names, and its most interesting one is Marijuana.)

The statement that Germans settled in the anti-slavery counties can be verified by the data on the map, but it may be extremely interesting to explore the reasons for the settling. The implication is that Germans settled in the anti-slavery counties because they were opposed to slavery. This may be true. There may also be some truth in the argument that the slavery counties had far better farmland than the anti-slavery counties and that by the time the Germans were in the market for land the land which ultimately supported slaves was not for sale.

Creative Listening

Besides the activities mentioned above, in which students can be asked to move out into the communities, talk to people, discuss and write down their impressions, and share their knowledge with

other students, it may be worthwhile to devise activities in which students come to realize just how difficult it must have been for someone to move into an area as its first non-Indian inhabitant. There were, after all, no roads, no houses, no farms, and no other trappings of "civilization" when many of these people came to Missouri. Perhaps you can find country near your school that resembles an early wilderness so that your students can visit it and thereby gain a heightened awareness of how life must have been for early settlers.

What must life have been like without electricity, running water, easy access to clothing stores, doctors, and hospitals? If you were to move into a wilderness, what would you do first to improve your environment? What next? And what after that? Questions such as these can be incorporated into simulations of frontier life that will have the effect of helping students to see what early settlers must have had to consider when they came here.

A final suggestion, and perhaps the most important of all: if you or your students run across letters, diaries, books, magazines, or newspapers which offer insights into how the early German/American settlers lived these would, of course, be invaluable teaching aids. One of the things that Foxfire and Bittersweet have been doing is to take advantage of the training of professional archivists, persons who know how to preserve old, valuable documents. Certain taped interviews are stored and catalogued so that they may be available for scholars to use in the future. If you find documents of one kind or another that you think might be of similar value you may want to elicit similar advice. Or, and here comes a commercial,

contact the Department of Germanic and Slavic Studies, General Classroom Building, University of Missouri, Columbia, Missouri 65211. You may address a letter directly to Dr. Adolf Schroeder if you wish. Dr. Schroeder and others are extremely interested in preserving the existing knowledge of how Missouri's German/ Americans lived and will appreciate the opportunity to help you and to see what you have found.

SOURCES OF ADDITIONAL INFORMATION

Missouri Museum Directory. Edited by Don Jerabek. Available from Missouri Division of Commerce and Industrial Development, Jefferson City, MO 65101.

This is a source for places students can visit on the driving tours that are suggested. Names, addresses, general descriptions, hours of operation, and admission charges are listed. It may be somewhat dated (Governor Warren Hearnes' picture is on it) but it appears to have a comprehensive and accurate listing of museums.

Wigginton, Eliot (Ed.) The Foxfire Book, Anchor Press/Doubleday, Garden City, New York, 1971.

Foxfire 2. (As above), 1973.

Foxfire 3. (As above), 1975.

Foxfire 4. (As above), 1977.

There are at this writing four Foxfire books, each of which is a collection of articles originally published in Foxfire magazine. Besides the fascinating information to be gained about "old fashioned" ways of doing things, how students have produced Foxfire offers a model that can be followed by other teachers and students. It seems especially appropriate for some of the concerns implied in studies of ethnic heritages.

Bittersweet. A magazine patterned after Foxfire and dedicated to preserve the heritage of Missouri's Ozark region. For information and subscriptions to the quarterly publication write Mrs. Ellen Massey, Lebanon High School, Lebanon, MO 65536.

41
11R
[not Slater material]

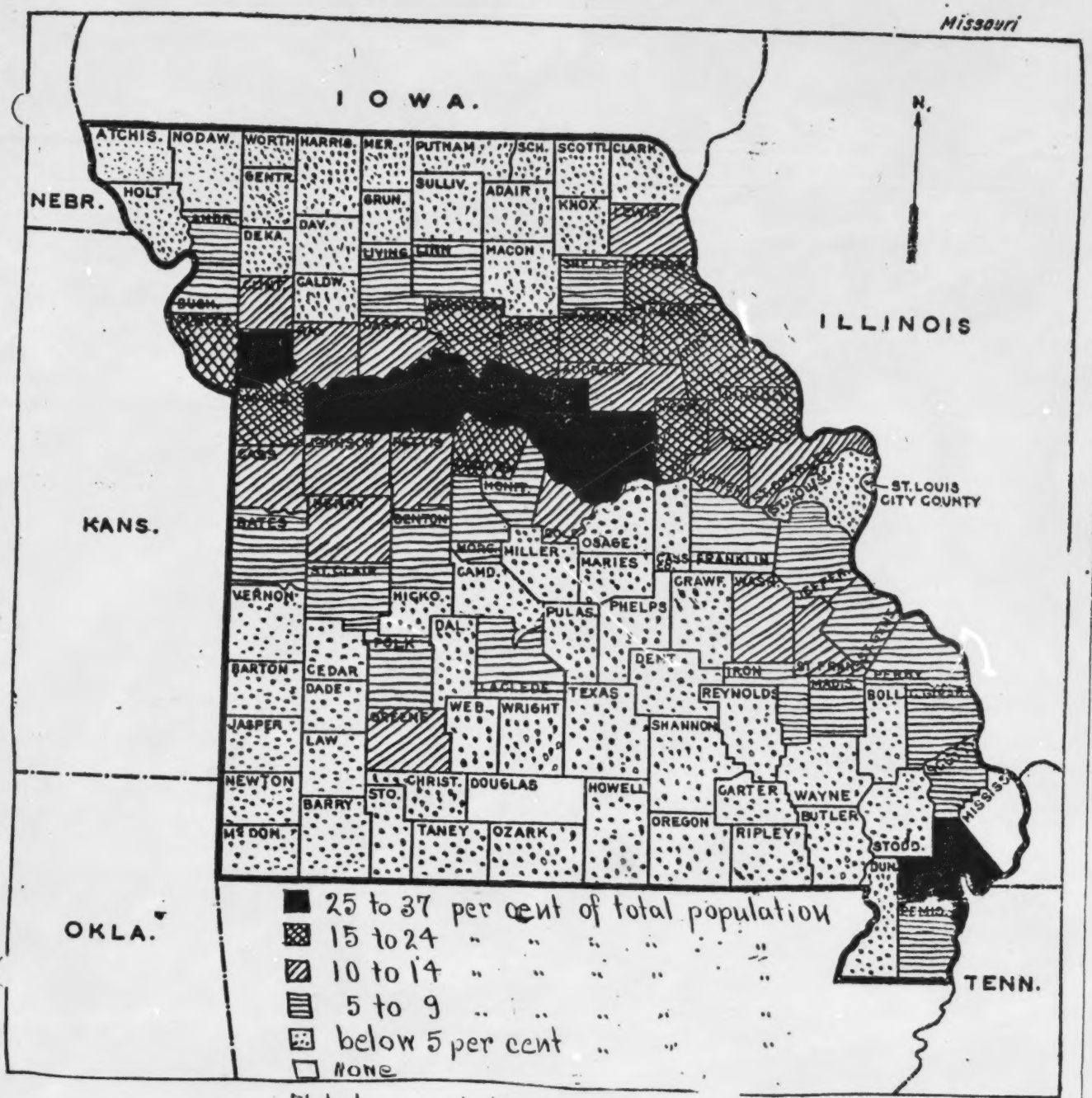
from Slavery - Mo. folder

Slaves in 1860

STATE HISTORICAL SOCIETY OF MISSOURI
COLUMBIA

RF

Missouri



Total population 1,182,012
Slaves 114,931
Per cent of slaves 9.76

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THE GERMAN/AMERICAN HERITAGE

PART III: GOVERNMENT AMONG THE GERMAN/AMERICANS

SUMMARY

Many of the German/American immigrants left their homeland because of oppressive rulers and unfulfilled promises of freedom. Discussed in this broadcast is how this oppression seemed to lead some of the immigrants toward a general mistrust of leadership.

Immigration societies are discussed, as are groups that came with the aim of forming self-contained utopian societies. Reasons why some of these succeeded and others failed are given. Also included in this broadcast is the influence of churches and religious motivations for immigrating.

The broad theme of the broadcast is the German/American's need for governance, the quality of the governance that was available, and the effects of that governance.

BACKGROUND INFORMATION

In the following, the names and terms that we underscored are those that are mentioned in the broadcast that are important enough so that you may want to make sure your students are aware of their significance and their meanings.

If you have not heard previous broadcasts in the series, the names Duden and van Ravenswaay will not be familiar to you. Duden is Gottfried Duden, a German who came to Missouri, stayed about eighteen months, returned to Germany and wrote a book extolling Missouri's virtues. His book had a great effect on persuading many Germans to come to Missouri instead of to other parts of the country.

Charles van Ravenswaay wrote a monumental book titled The Arts and Architecture of German Settlements in Missouri: A Survey of a

Vanishing Culture. More information about the book can be found at the end of the study guide for Part I of this series.

Naturalization is mentioned in the broadcast. It might be valuable to explore how this process has changed through the years, and to mention to students that at no time were Germans discriminated against as were blacks and Asians. The present immigration and naturalization laws have been in effect since 1922 and include such requirements as five years residence, the ability to read, the ability to speak English, swearing to uphold the Constitution, and the possession of good moral character.

Immigration Societies. People would recruit other people to emigrate to the United States. Often they would make all arrangements, including finding land, arranging ship passage, etc. As the broadcast indicates, they often intended to stay together in groups after arriving on these shores but were less successful in that aim than in staying together until they got here.

Giessen Society (gēsən). One of the largest immigration societies, it was formed by Friedrich Münch and Paul Follenius (frēdrĭsh mŭntsh) (pôl fəlānēəs)

Solingen Society. Immigration Society established in 1834 by Friedrich and Herman Steines.

Andreas Deitsch (ändrāəs dētsh) New Helvetia.

Bethel Colony (Shelby County). Given as an example of a successful planned community. Charismatic leader Wilhelm Keil (vĭlhĕlm kīl).

Saxon Lutherans. Self-appointed Bishop Martin Stephan. Concordia Seminary in St. Louis. Beginning of Missouri Synod.

Westphalia. Jesuit, Belgian, Father Helias (hə$\bar{\text{l}}$i$\bar{\text{ə}}$s)

Concept of patriarchal leader.

Hermann, Missouri, grew out of German Settlement Society of Philadelphia.

National and state governments were quite liberal; that is, they did not interfere in the lives of immigrants.

Class system to which Germans had been accustomed was largely absent, but the broadcast does cite an example of the conflict between a former baron and a former tailor.

Immigrant aid societies provided new settlers with a "landsmann," (l$\ddot{\text{a}}$ntsmən), a countryman who spoke their own dialects.

A Jefferson City boarding house referred to as The German Diet. Diet, a word defined as a deliberative assembly or legislature.

Problems during Civil War. Guerrilla raids on Germans. Warnings in October, 1863, of an impending raid by Cantrell's men. Ten to twenty per cent of adult males died at the hands of bushwhackers.

Pastor Biltz, in naming Concordia hoped it would promote harmony. (Concord: harmony or agreement of interests or feelings; concurrence, accord.)

German Methodism introduced to St. Louis by a converted Jew named Ludwig Jacobi.

Congregational regulations of Deutsch Evangilische Luthervische-Kreuzgemeinde of Benton, Morgan and Pettis counties. The congregation was taking control over church matters.

Most holidays and festivities were family matters. Schutzenfest

was an exception. Men only. According to the dictionary, a festive occasion involving shooting guns.

PREPARATION FOR LISTENING

Why Listen? Whenever people become social i.e., form cities, towns, countries, it becomes evident that they need some form of government. As we know, this has ranged from dictatorships to something verging on anarchy. The German/Americans chose governance for themselves that may strike listeners as different from that which might have been chosen by other groups of people.

What to Listen For? Listen for the particular forms of governing chosen by the German immigrants. What made it different from that chosen by other groups?

How to Listen? First, think about moving to a strange country. Then, think about what form of government you would choose as the one you would most like to live with in the new country. Finally, listen to the broadcast and compare the forms of government of the German immigrants with the one you decided would be best for you.

POST-LISTENING ACTIVITIES

For an activity at the recall level try investigating with students the reasons why some of the German communities succeeded and why others failed. What seemed to make the difference? Leadership? A sound economic base? Geography?

The following may lead students to higher levels of comprehension:

As far as the Federal government is concerned, Carl Schurz became a higher ranking government official than any other Missourian whose native land was Germany. He was elected U.S. Senator from

Missouri in 1869 and became a member of Rutherford B. Hayes' Cabinet (as Secretary of the Interior) in 1877. A number of the Germans who became elected to the Missouri Senate and House of Representatives are cited during the broadcast. It may be interesting for students to refine the list and expand it. A visit to Jefferson City, a letter to the Secretary of State, work in the library; all of these would appear to be productive ways of discovering more information about the German/Americans who served in state government during the 1800's.

Besides the activities outlined above, it would seem valuable to involve students in the following exploration: a number of planned colonies were started by people who hoped that they were utopian. That is, people were planning to live in a place where there would be no strife, where they would have enough to eat, pleasant shelter from the elements, and a reasonably cultural environment. Some of these colonies were somewhat successful; some were not. Students might examine accounts of these and analyze their strengths and weaknesses. They might extend their studies to others: the Genesee Colony and the Oneida Colony in New York. The Shakers. And, since no one in Missouri is too far from them, students might root out information about Iowa's Amana Colonies with the end in view of visiting them.

A second activity which might stem from the content of this broadcast is to examine the community in which students currently live and compare it either with nearby communities or with an ideal community. Certain criteria have already been suggested for

developing successful communities: leadership, employment opportunities, a sound economic base, etc., and these can be expanded upon in discussion.

It seems as if this could lead to community involvement: students visiting school board meetings, meetings of village boards, etc. If not activities that are at this much of a grass roots level, activities centered around newspaper accounts of city council meetings, statements from the mayor's office, etc., would seem appropriate.

Students could interview former members of governing bodies; they could take an active interest in elections, bond issues, and levy votes. All of these things can be related to the content of the broadcast and all can be beneficial to students as citizens and, ultimately, the communities in which they make their homes.

SOURCES OF ADDITIONAL INFORMATION

(These are repeats)

Schwelien, Joachim H. Encounter and Encouragement: A Bicentennial Review of German-American Relations, Bonner Universitats-Buchdruckerei, Bonn, 1976.

Contains a good bit of information about Carl Schurz.

Wilk, Gerard. Americans from Germany, German Information Center, New York, 1976.

Also contains a biography of Carl Schurz, as well as one on former Secretary of State Henry Kissinger and U.S. Senator Robert Wagner.

THE GERMAN/AMERICAN HERITAGE

PART IV: EDUCATION AMONG THE GERMAN/AMERICANS

SUMMARY

The schools supported by the German/Americans in Missouri were patterned after those that had been left behind in Germany. Instruction was carried on in the German language as well as in English in many of them because of the immigrants' desire to preserve their German language and culture. Until the end of the 19th century many German/Americans either sent their children to private schools or to Protestant or Catholic parochial schools. St. Louis and Hermann are examples of places where some public schools used both German and English to teach all basic subjects.

BACKGROUND INFORMATION

Localities mentioned in broadcast: (All in Missouri)

Potosi, Jackson, Franklin, Ste. Genevieve, St. Charles, Marthasville, Hermann, Westphalia, Concordia, and St. Louis.

Terms and Definitions:

The terms that are underscored are the ones used on the broadcast. You may want to spend some time discussing them with your students before they listen to the broadcast.

section - as in "section of land was set aside in each township for education; 36 sections for the state university."

filigree - [1]Delicate and intricate ornamental work made from gold, silver, or other fine twisted wire. [2]Any intricate, delicate, or fanciful ornamentation.

embroidery - "plain work" (get definition from context)

elocutionists - dealing with the art of public speaking--emphasis on gesture, vocal production, and delivery.

"self-proclaimed" credentials (said of teachers) (get meaning from context).

Catholic Protestant Lutheran

coeducational Prussian teaching methods (context)

higher education (post high school) Community Academies (context)

private schools (not tax supported) — public schools

parochial schools — humanities

"school for elite" (context) — tuition

Industrial Revolution - social and economic changes brought about when extensive mechanization of production systems resulted in a shift from home manufacturing to large-scale factory production.

Pestalozzian methods (of teaching) (see Pestalozzi below)

liberalizing influence

doctrinally strict religion (mentioned in reference to religions like Lutheranism and Catholicism)

synod - a council or assembly of churches or church officials; an ecclesiastical council.

Missouri Synod Lutheran

Amish - of, concerning, or designating the Mennonite, or Plain People sect that settled in the United States. A mennonite sect founded in the 17th century by Jacob Ammann, Swiss religious reformer. (Mennonites are members of an Evangelical Protestant Christian sect opposed to taking oaths, holding public office, or performing military service.)

congregation — extracurricular

Persons Mentioned in Broadcast:

Friedrich Steines (frēdrish shtīnəs)

Father Helias

William Bek - author of History of Hermann

Friedrich Gustorf (frēdrish güstôrf)

Johann Heinrich Pestalozzi (yō han hin rik pestəlôtsē)
His theories are behind modern elementary education. Based on natural order of development and concrete experiences.

President James Monroe (1958-1331), Fifth President of the United States (1817-25)

German Words Used in Broadcast:

schneegans (shnägäns) - Literal translation is "snow-goose." The name for the game Fox and The Goose played in snow.

volksschule (fōkshůl) - elementary school

gymnasium (gĭmnăzēŭm) - secondary school preparing for university

kindergarten (threw this one in as a reminder) - designed by Friedrich Froebel in 1837. Less formal system, designed to organize children's creative play instincts formally. First kindergarten in the U.S. started by Mrs. Carl Schurz in 1856.

PREPARATION FOR LISTENING

Why Listen? Saturated as we are with current education, it is valuable to try to discover how we got where we are. What are our educational roots? What form did education take in Missouri a hundred years ago or so?

What to Listen For? What subjects were taught in schools during the 1800's? Students might want to list what they are currently working on and listen to the broadcast to compare what they have written with what they hear. Students may also be directed to listen to the discussions of the numbers of students who were enrolled in private or parochial schools rather than public schools.

How to Listen? Listen to resolve any differences of opinion that have arisen during the preceding discussions. Listen also to discover who went to school, what subjects were taught, what the schools and teachers were like, and how the schools were supported.

POST-LISTENING ACTIVITIES

1. You may want to lead a discussion into how schools get monetary support in Missouri and in your community. The relative degree to which students attend private, parochial, and public schools may form part of the discussion. Compare and contrast this with the information presented during the broadcast.

2. Ask students to try to imagine attending a school one of whose principal objectives is to emphasize "punctuality, regularity, truthfulness, perseverance, and industry."

3. Discuss the implications for American society and for individuals as members of that society of schools which provided instruction mainly in a language other than English.

4. The broadcast stated that in the rural schools there was a wide range of ages among the students. It may be interesting to ask students to explore their feelings about having younger and older students working with them. (Perhaps you are in a setting where this is being done to a certain extent, but perhaps not with as wide a range as was experienced in earlier days.)

5. This may be a good time to introduce a discussion about sexism in education. The broadcast stated that in the larger cities, boys and girls were separated; in the smaller towns education was coeducational. You may want to explore with your students how thinking has changed and how the treatment of boys and girls has also changed.

6. With all the talk of "back to the basics" and the descriptions of some of the subjects included during a time when there was no money for nor was anyone inclined to suggest that anything other than "basics" be taught, it may be valuable to ask students to list what they consider to be basic. Then, you may want to compare your students' lists with notes taken during the broadcast.

7. This broadcast may offer an opportunity to make some points about how schools are funded. What is the importance of a strong school system in a democratic society? Is it only the persons who

attend school (and their parents) who benefit from education? Is it true that uneducated persons are more likely to commit crimes (and therefore depend on society to pay for their housing, sustenance, and supervision)? Is it true that uneducated persons are more likely to be collecting unemployment compensation (and therefore become dependent on others)? Are there arguments counter to these which imply that free public education is not of benefit to society as a whole? (Is it true that rather than asking whether education is beneficial it might be more productive to question "what" education?)

8. The broadcast introduces the idea that in the first years of Missouri education teachers in parochial schools were better trained than those in public schools. Without getting into the area of such comparisons in modern education, it might be of interest to students (and might make some points about the state of education) to explore what is involved in becoming certificated to teach in Missouri. Comparisons between current requirements and those of a generation ago can be fascinating.

9. Following is the first page of a textbook that was published in St. Louis in 1912. As you can see, it was prepared by "teachers of the St. Louis public schools," and, presumably was used in St. Louis and, possibly, other schools. (This is the <u>first</u> title page of the book, which, by the way, is to be found in the collection of the State Historical Society of Missouri, Elmer Ellis Library Building, University of Missouri-Columbia, Columbia, MO 65211.)

WITTER'S

GERMAN-ENGLISH PRIMER

AND

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FIRST GERMAN READER

FOR

PUBLIC SCHOOLS.

ILLUSTRATED WITH MANY WOODCUTS.

REVISED EDITION.

NEW ORTHOGRAPHY.

PREPARED BY

TEACHERS OF THE ST. LOUIS PUBLIC SCHOOLS.

ST. LOUIS, MO.

C. WITTER, PUBLISHER AND BOOKSELLER,

1912.

This book is old enough so that it is no longer covered by the copyright laws, and you may, therefore, duplicate its pages at will.

(7)

On the following page is the second title page of the reader whose first title page appears on the preceding page. It may be interesting to students to speculate as to how things were in a school which used this book. If there is someone nearby who can read German, so much the better.

Witter's

Deutsch-Englische

Schreib- und Lese-Fibel

— und —

Neues Erstes Lesebuch

für

Amerikanische Freischulen.

Neue durchaus umgearbeitete und verbesserte Auflage.

☞ Nach der neuen Rechtschreibung. ☜

Mit vielen Bildern.

STATE HISTORICAL SOCIETY OF MISSOURI

Bearbeitet von Lehrern der öffentlichen Schulen in St. Louis.

St. Louis, Mo.
Verlag der E. Witter'schen Buchhandlung.
1912.

This book is old enough so that it is no-longer covered by the copyright laws, and you may, therefore, duplicate its pages at will.

(9)

The following page is page 50 of the same book. It exemplifies texts that were mentioned during the broadcast; every other line is German and then English. It appears that the emphasis is upon German. The next page is a copy of page 51 of the same textbook.

— 50 —

P p

P p

P p Pudel. Pudel.

poodle.

Der Pudel iſt ein kluger Hund.
The poodle is a smart dog.

Hat dein Papa einen Pudel?
Has your papa a poodle?

Paul hat einen kleinen Pudel.
Paul has a little poodle.

Paul, jage dieſen Hund hinweg!
Paul, chase this dog away.

Hat dein Papa einen Pudel?

Die Hunde ſind klein.

Deine Farben ſind fein.

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— 51 —

Pf pf **Pferd.**

horse.

Das Pferd hat ei nen Kopf.
The horse has a head.

Die Pfer de ha ben Hu fe. Im
The horses have hoofs. In the

Stal le ſte hen zwei Pfer de.
stable are two horses.

Pfer de freſ ſen Ha fer. Kau fe
Horses eat oats. Buy

ein Pfund But ter! Dort iſt ein
a pound of butter. There is a

ge ra der Pfad. Der Kna be pfeift.
straight path. The boy whistles.

This book is old enough so that it is no longer covered by the copyright laws, and you may, therefore, duplicate its pages at will.

(12)

The following page has been reproduced to illustrate something which appears periodically throughout the primer; notice that in section 71 the content is in German but the typeface is that which we are accustomed to. Number 72 is printed in the typeface which appears more normal for German. (In the book the typeface of number 72 appears many more times than that for number 71.)

71. Der Frühling.

Land mann, m. farmer. mun te res, merry.

Der schö ne Früh ling ist wie der ge kom men. Nun scheint die lie be Son ne wär mer, und die Bäu-me wer den grün. Mei ne Au gen se hen ü ber all bun te Blüm chen. Die Vög lein sin gen ihr mun te-res Lied chen und bau en hüb sche Nes ter. Der Land mann be sä et wie der sei nen Ak ker. In die-ser schö nen Zeit des Jah res spie len wir Kin der ger ne im Frei en. O, wie schön ist der Früh ling!

72. Erde, Sonne und Mond.

flach, flat
se geln, sail
dreht sich, turns
Krei sel, m. top
voll en den, complete
leuch ten, shine.

1. Wir le ben auf der Er de. Die Er de ist nicht flach, wie sie uns zu sein scheint. Sie ist wie ein run der Ball. Men schen se geln in Schif fen rund um die Er de.

2. Die Er de steht nicht still, son dern sie dreht sich wie ein Krei sel. Man sagt, daß sie sich um ih re Ach se dreht. A ber sie geht auch um die Son ne. Sie dreht sich ein mal täg lich um ih re Ach se, a ber sie braucht ein Jahr, um ih ren Weg um die Son ne zu voll en den.

3. Die Son ne ist auch ei ne gro ße Ku gel o der ein Ball. Es scheint, daß sie ein Feu er ball ist. Die Son ne gibt uns Licht und Wär me. Wir se hen die Son ne am Ta ge, a ber nicht bei Nacht. Weißt du, war um wir die Son ne bei Nacht nicht se hen?

4. Die Son ne geht im Os ten auf und geht im Wes ten un ter. Wenn die Son ne un ter geht, ist es Nacht. Der Mond und die Ster ne leuch ten in der Nacht. Der Mond ist auch ein Ball, a ber we der so groß wie die Son ne noch wie die Er de. Der Mond geht rund um die Er de, wäh rend die Er de rund um die Son ne geht. Der Mond hat kein Licht an sich selbst, son dern wird von der Son ne be leuch tet.

This book is old enough so that it is no longer covered by the copyright laws, and you may, therefore, duplicate its pages at will.

(14)

The following selection was copied from Witter's New Third German Reader. (The preceding ones were all taken from book one.) This non-German-reading writer chose it because it appears to be the often told tale abcut King Robert Bruce of Scotland and the spider. It is possible to pick out key words; Robert Bruce, Konig (king), Schottland, Englander, and, the one that convinced me, Spinne (spider). Perhaps you can find someone to verfiy this, or, perhaps you have students who will be willing to spend some time with it, a German-English dictionary, and someone else's version of the legend--in English.

da kommt er schon zurück! An seinem Arme führt er seine treue, vom Alter gekrümmte Mutter in ihrer gewohnten einfachen Kleidung. Obenan soll sie, wie immer, so auch heute, ihren Platz im lieben alten Stuhl haben.

7. Robert Bruce.

1. Robert Bruce, der ritterliche König von Schottland, war durch die langen Kämpfe, in denen er sein Reich gegen die Eroberungssucht der Engländer zu vertheidigen hatte, endlich so erschöpft, daß er mit nur noch wenig Getreuen nach der fernen Nordküste flüchtete. In einer einsamen Fischerhütte verbarg sich hier der tapfere Mann monatelang, und schon triumphirten die Engländer über den Tod des Helden von Schottland. Bruce aber sann Tag und Nacht, wie und wo er den Kampf erneuern könne. Umsonst! Es schien ihm keine andere Rettung geblieben, als Flucht oder Ergebung. So in düstern Gedanken verloren, zwischen Hoffnung und Verzweiflung, lag er eines Morgens auf dem Strohlager.

2. Da fiel der erste Sonnenstrahl auf die Decke der dunkeln Hütte, und Bruce, dessen Blick wie träumend dem Lichte folgte, bemerkte eine Spinne, die bemüht war, sich von einem Balken zum andern zu schwingen, um dort ihr Netz anzuknüpfen. Die Spinne fiel herab, machte aber augenblicklich einen zweiten Versuch. Das emsige Spiel weckte den König aus seinem Hinstarren, und er sah mit Bedauern, wie das Insekt auch zum zweiten Male zurückfiel. Sechsmal wiederholte die Spinne den Versuch, und sechsmal mißglückte er. Mit wachsender Aufmerksamkeit hatte indeß der König das Ringen des Thieres betrachtet; ein Gedanke blitzte auf in seiner Seele. Jetzt endlich — es war die siebente Anstrengung — erreichte die unermüdliche Spinne das Ziel. „Auf!“ rief Bruce, indem er vom Lager sprang „auf! dieses verachtete Insekt hat mich Ausdauer gelehrt; seinem Beispiel will ich folgen. Wohlan! Ruhte ich nicht auch sechsmal der Uebermacht meiner Feinde weichen? Vielleicht gibt das siebente Gefecht meinen Waffen den Sieg und meinem Vaterlande die Freiheit.“ — Wenige Tage darauf schlug Robert Bruce die Schlacht von Bannockburn (am 24. Juni 1314), in welcher die englische Zwingherrschaft gebrochen ward.

Nach dem Englischen.

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